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Training," in which the author works out very satisfactorily his idea that the enriching of experience is the chief aim in this phase of education. Enriched experience will lead to self-confidence, even if experiments fail, and self-confidence in its turn will stimulate ambition, until social efficiency is reached. Very justly the author raises the question whether this type of child should not be prepared for agricultural living rather than for machine production. The chapter suggests the problem whether rural children come to the cities for industrial employment of the unskilled type or for leadership. The chapter on "Economic Training" points out the necessity for experimentation in the actual handling of money during adolescence. A co-operative device serves the purpose admirably in this group. In the chapter on "Punishment" the author says (p. 153): "It is not a question of what he deserves, but rather a question of what will be most helpful to enable him to overcome, by self-formed purpose or mastery, his desire to repeat the offense." In this passage he really puts in terse form the modern principle of charity and correction. That it works well in his community-group goes without saying.

This book deserves well at the hands of teachers, because it is stimulating on every page, and will be of great advantage to the secondary teacher, by showing him the operation of modern educational principles in a group where the a priori assumption is against success.

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*C. Sallustii Crispi Bellum Catilinae.* Edited with Introduction and Notes by DANIEL A. PENICK. Boston: D. C. Heath & Co., 1908. Pp. 171.

A scholarly and useful textbook is this new edition of Sallust's *Catiline*. The introduction, of fifteen pages, though brief and containing some slight infelicities of diction, is in the main both instructive and attractive. The biographical portion is conservative and accurate. The treatment of Sallust's style is unusually full in its statement of detailed facts, and somewhat meager in its conclusions—an advantage from the point of view of the advanced student, but less desirable from that of the young student.

The text has been constituted with great care, and the quantities are accurately indicated. The vocabulary is well made, and contains line references to the text and a goodly number of illustrations of idiomatic usage. There are thirty-two pages of notes. Here, again, the treatment of the author's stylistic peculiarities is admirable. There is scant reference to matters historical, biographical, and political, which most young students would find interesting and serviceable.

Some teachers would be inclined to criticize the lengthy syntactical appendix (twenty-six pages) as tending to discourage the habitual use of the grammar. All will sympathize with the purpose of the editor, as stated in the preface, "to help the student to an appreciation of Sallust as an author." One could wish that so admirable an aim had found even larger expression in the case of a writer so intrinsically interesting as Sallust.

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